1:Sanders Z-5,4 (1952-1959) 1962 EH1 Greece EH1

753 776 credited to supernatural causes, and there is no ill to which flesh is heir, — from a headache to the plague, — without some demon responsible for it. A nightmare and the sense of physical oppression which often accompanies it are not traced to so vulgar a cause as a heavy supper, but are dignified as the work of a malicious being named *Vrachnas*, who in the dead of night delights to seat himself on the chest of some sleeper, and by his weight produces an unpleasant feeling of congestion. . . .[13]

755 759 [793] For cures, then, one turns not only to the doctor but at times to the priest, who will come and read from "the holy books," or even more frequently to the village wise women, who understand what herbs to use and the particular charms appropriate to every occasion. These wise women usually keep their activities secret from the priest. Many remedies which seem fantastic, such as curing boils by putting pus from them on a piece of bread and giving it to a dog to eat, make sense to the peasant. One symbolically and supernaturally transfers the illness from the patient to some other host, susceptible or immune as the case may be.

755 [868] 755 757 [184] A mother will pass on her knowledge of folk medicine to her daughters, although they will often seek the help of some wise woman particularly skilled in caring for the sick. In order to learn more about the ordinary folk remedies, we compared a list drawn up by D. Loukopoulos for Aetolia, a district in Central Greece, with those cures believed in by Chrysoula, a wise woman on the island of Spetsai, just off the Peloponnesos.[14] As was expected, the prescriptions did not tally on all points, but their general purpose and approach were much the same.

To cure malaria:

Wash a cup out, give patient holy water on an empty stomach without letting the patient know what he is drinking. After he drinks this once or twice at dawn he'll feel much better. (Aetolia)

To cure stomach ache:

Boil powdered acorn caps in one hundred drams of water, add clove and four pieces or *rigane* (wild origan). When it has been boiled down to size of an ouzo (brandy) cup, strain it and add some rum. When the sick man drinks it, all pains will ease. (Aetolia)

Boil the stem of the poppy plant and give the brew to patient to drink. (Spetsai)

755 793 *To cure insanity:*

Insanity cannot be cured with medicines. The priest reads to the insane person out of the Four Gospels, then may take him to a monastery. If he does not get better, he is tied (often chained) to the ring in the tiling of the church floor. (Aetolia)

[789] The priest exorcises the demon by using the ritual of St. Basil the Great, or some sacred relic may be taken to the insane person in the hope of driving away the demon. The patient is not taken to the monastery. (Spetsai)

2:Friedl E-5 (1955-1959) 1963 EH1 Greece EH1
Vasilika

eliminate the objective, realistic discomforts of living with somewhat unpredictable human beings, but the cultural expectation does seem to eliminate some of the intensity generated by the conflict.

The total situation does not result in an inability to predict the behavior of others to the point of chaos in human relationships, but rather in an expectation on the part of the villagers of a wide range of alternative actions and responses by others. There is uncertainty within set limits, but there is also an enjoyment of, and a taste for, the unpredictable. In a sense, when the villagers know each other so well that they can predict reactions with some precision, they are bored and look for other diversion.

Conversation and Argument

So far, teasing and deceptive acts have been stressed as elements in the contest of human relations. We may now turn to another type of weapon: conversation and argument. Students of Greek society and culture invariably mention the Greek's love of talk. The villagers of Vasilika are not different in this respect. Again, even infants become accustomed to a stream of conversation whenever others are around them, and they themselves are talked to and are assumed to make responses. When babies cry they are often said to be talking, *"Milai to moro,"* and *milai* is the standard word for talk. If a baby hiccoughs, they say it is talking to someone who is absent, such as a maternal grandmother in another village. By listening to the talk around him, and by participating in it, the young child learns the functions of speech. In the village, children may be told to be quiet when they interrupt adult conversation, but this occurs only when the elders do not want to be interrupted. Children are not silenced on any general principle that they should be seen and not heard.

A child in the village quickly learns that some kinds of conversations communicate information, that others are merely a verbal accompaniment to activities, and still others are a form of recreation and part of the contest in human relations. Inside their homes children hear discussions of plans for the day and speculations about the weather and about neighbors. This kind of talk is a form of fairly direct transfer of thought and information. The child also learns that many ordinary, apparently routine activities are carried on to the accompaniment of a stream of comment and advice and that only a small proportion of what is said genuinely influences the person to whom the advice is given. For example, if neighbors are visiting with a woman who is about to place some loaves of bread in the oven, a discussion ensues as to what design to use for the slits in the top of the loaf, as to whether the bread has risen sufficiently, and as to whether the oven is hot enough. The housewife may have been baking bread every week or so for twenty years, but the discussion could easily give an outsider the impression that she was a novice. Agricultural decisions, such as on just how to place a few corn plants in amongst the rows of cotton, are discussed anew each year. Even at a baptism in Vasilika, the ceremony is punctuated by comments as to whether the baptismal water is too hot or too cold and as to how to wrap the

2:Friedl E-5 (1955-1959)/963 EH1 Greece EH1
Vasilika

Children do, of course, run many errands and do respond to many orders given them. The point here is that the process has some of the quality of capriciousness we have seen in other contexts.

The capriciousness of human relationships is also understandable in the context of the meaning of village talk and conversation. The situation is one in which a child, following the example of adults, learns the appropriate verbal statements and responses but understands that much real communication occurs through tones of voice, bodily movements, and an estimate of the particular qualities of the particular event, rather than through words alone.

Talk in Vasilika, which literally aims at inducing direct action by others, also serves as a means of asserting a degree of equality in all human relationships. Just as children listen to, but need not accept, advice from parents, and parents receive comments and advice from their children that they may or may not accept, so people in higher prestige positions feel free to give advice and make suggestions to people in lower positions and vice versa. Social workers who occasionally visit the village have no hesitation in directly suggesting to a village woman that she take off her kerchief or that she have her teeth fixed. Conversely, the villagers do not hesitate to tell the social worker that she ought to eat more because she is too thin. Doctor and patient, waiter and customer, priest and parishioner, government official and taxpayer will, on some occasions, engage in the ritual of advice-giving. This pattern of relations cuts across the respect for expertness, for the skills of the specialist discussed in an earlier chapter. The right to a certain give-and-take underlies all relationships and serves to keep each situation unique and each relationship one of equality on at least some level. In agonistic situations, it is one means of reverting to an acceptance of common humanity.

Conversational skills are directly a part of the contests in two ways. First, skill in oratory and argument gives one an edge in the contests. The aim of the discussion usually is not to arrive at a rationally based conclusion or to exchange information, but to display skill at allusions, verbal quips, and niceties of expression. *Kwenda* (conversation) provides men and women with an opportunity to boast of their own and their family's achievements and gives men a special opportunity to display their political knowledge and interest and to engage in political argument. Conversation of this kind has some of the quality of an arena in which each man displays himself as an individual and waits for an audience response. People talk at each other rather than with each other.

Second, talk enters into the agonistic relation when people try to elicit information from others by their questions and comments, and the others conceal as much as possible by their answers. If one gives a piece of news to another, and the receiver can say, "*To ematha*," "I have already learned that," the receiver says it with a touch of pride and has scored a small point. The news of a serious accident to a member of one family will be divulged to other related families; unrelated families may pick up the information, but frequently do not pass it on, partially to avoid giving the original family undue prominence. The villagers acquire skill in extracting information by indirect means. One of their

5:Hammond M-5 (1948-1950)1956
EH1 Greece EH1

more than 200 words in all. Amongst the second and third generations of Orthodox *emigrés* in America to-day English is being widely used as a liturgical language.

This being so, it is reasonable to presume that where an ancient liturgical language is retained (as in Greece, for example) it is still tolerably intelligible to the ordinary people. It may indeed be questioned whether, except for brief epochs of the Church's history, her common prayer has ever been cast in a language wholly familiar to the unlearned. This is not the place to embark upon a description of the present condition of the Greek language: the subject is peculiarly complex and, in certain of its aspects, highly controversial. Suffice it to say that the *katharevousa*, or 'purified' language, which is still, despite many violent assaults, the normal medium of literary expression, differs comparatively little from the formal Greek of the Byzantine writers. The leading articles of a newspaper such as *Kathimerini* (the Greek equivalent of *The Times*) can be read with fair comprehension by an average classical scholar. The *demotiki*, or popular language, on the other hand, has undergone a far greater transformation since the days when the liturgies were composed, so that a comparison of the two forms of Greek will reveal very wide differences both in grammar and vocabulary.

Both *katharevousa* and *demotiki* are current to-day, and an educated Greek will be familiar with either. A Greek bishop, for example, will normally use, within the privacy of his own metropolis and in everyday conversation with his people, a Greek which he would never dream of employing when writing to a fellow *despotes* or to the Holy Synod. Amongst the ordinary people, however, at any rate since the popular language ousted the *katharevousa* from the primary schools, the latter is never used; the average shepherd or grocer would be hard put to it to compose a letter in the sort of Greek that may be heard in the lecture rooms of the national university.

This does not mean, however, that the Greek of the liturgies is more or less incomprehensible to the common people. Far from it. It is often quite startling to find how much of the Psalter, the New Testament and the Church's prayers the Greek peasant has made his own. The fact is that in the ordinary Greek village the children spend so much time in church from earliest infancy onwards that they inevitably become familiar with the language that is used there. By the time they grow up they will commonly know much of the liturgy and the scriptures almost by heart. If anyone should doubt this let him

/26 cont./

Illegitimacy. During the 16 years of their settlement in this village no case of illegitimacy has occurred. Cases of this kind are ostracized and are looked upon as very immoral. The morals are very strict and their observance is mutual by both men and women. 848 [626 834]

Permanence of Marriage. Under the Greek Orthodox church it is hard to get any kind of divorce. No divorce has so far occurred in the village and seldom is there any chance for divorces. Since the women are pre-occupied the year around with house work, farm work and raising children there is not much time left to think /27/ about divorces. There was one case only that had an excuse that his wife could not bear any children. Since he was the only male in the family he thought the family name would disappear without any children. This was not a good excuse for a divorce so he had to live on with his wife. 586

Educational Function. The family life is the education function. Neither society or the government has much influence as the family traditions have on their children. The influence is so strong that even after marriage the son, according to the existing traditions, works for the father and carefully executes all his orders. The girls learn from their mothers embroidery work, cooking, baking, washing, weaving, spinning, and all those jobs that are expected from a grown up girl. 868 • 593

The different vocations which are taught in school in many countries, are here under the guidance of the mother and entirely under family supervision.

The son learns the art of manual work in the fields from his father. When very young he follows carefully his father and by the time he is 14 years old he knows more or less the routine side of farming.

The moral training of the children rests with the grandparents. They have more influence and more exper/28/ience of moulding the lives of the children. 867 603

The grandfather with his numerous heroic stories starts to influence the life and the future of the boy. His climax ends [538 702]

so that fragments will not lodge in his throat. The pediatricians urge against this practice. They also urge rigid scheduling of feedings. The behaviourist principles of child rearing fit into the value of firmness, the feeding schedule falls in with the training of fortitude, and is introduced in the name of self-discipline, as well as for giving the mother freedom, that is leisure and freedom from encroachment. Few mothers, however, fall in with these schedules. 853

Toilet training is not mentioned in the two current manuals on child care. Mothers report that they begin training for urination at five or six months. Training for the bowel movement does not come until the child can sit by himself. Help in learning how to speak is suggested and described at length, but none for walking. Greek mothers do encourage their children to walk, however, and a folk rhyme says that a baby, "lest it be shamed," takes to the wall and walks at seven months. The manuals devote much space to character training; obedience is taught first, almost from birth; it is the parents' task to mould the character of the child, to be firm and unyielding. Mothers are urged not to be indulgent or overprotective. 863 856 [868] 867 [855]

The manuals devote about a third of their space to illness and home care. Under illness are listed sleeplessness, enuresis, thumbsucking, night terror, lack of appetite. Enuresis is said to come from irritation of the urethra, thumbsucking to begin around the fifth month from irritation of the gums. 863 753

In recent years, mothers have been urged to spend more time with their babies and to do more things for them. Among the urban well-to-do this means that mothers are urged to bathe, feed, and suckle their babies themselves. For other groups, this would mean a displacement; the children are usually with the mother, working with her and sharing experience with her; but to give them her undivided attention she would have to change basic attitudes, the accepted place of the child within the family and his assumed share in all its functions; and she must reorient the entire system of roles within the family. 854 182 [369]

The mother apparently takes no delight in the naked baby, in touching its skin or watching its movements when freed from the swaddling cloth. Traditionally the baby, like the adult, is never naked. The baby's bath is not a special occasion of delight. In her lullabies, the mother shows no delight in any part of the child. She speaks of the joys of gardens, flowers, herbs and trees, but most of all, she tells of the rich clothes and adornments she is ordering from strange lands. She dreams of her daughter's wedding and her son's education. To the visitor, the baby consists of arms and legs; she says, first making appropriate allowances for the evil eye: "How his arms and legs have grown!" The mother coos and signs to her baby and smiles a special smile; she kisses his hands, she holds him in her arms. She calls him "My little gold, my little angel, my little bird, my little love"; she uses no terms derived from the sense of taste, unless she is a refugee 854 [291] [784]